

CTC Standards	Key CTC Program Standard Elements	Applicable CSWE Standards	CSWE Standards Language that Documents Comparability with CTC Standard
<p><i>Program Standard 1: Program Design, Rationale, Collaboration, Communication and Partnerships</i></p>	<p>The program must</p> <p>(a) prepare candidates to develop the knowledge, skills, dispositions and abilities necessary to perform as highly skilled school social workers for all students.</p> <p>(b) offer candidates a program that is consistent with the Common Principles, Values and Goals of Pupil Personnel Service Programs.</p> <p>(c) provide candidates the opportunity to develop and practice skills related to the understanding of the laws, policies, procedures, and unique service environment of the California public school system.</p> <p>(d) include a developmental interrelated set of courses and practical learning experiences that are aligned to the mission and goals of each school social work program, address the profession's purpose, are grounded in core professional values, and are informed by program context.</p> <p>(e) be further influenced by their communities, which are informed by their historical, political, economic, environmental, social, cultural, demographic, local and regional contexts. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future school social work education, practice, and research.</p>	<p><i>Educational Policy (EP) 1.0 Program Mission and Goals (p.10)</i></p> <p><i>Explicit Curriculum - Intro, (p.11)</i></p> <p><i>EP M2.1 - Specialized Practice (p.12)</i></p> <p><i>Accreditation Standard 2.2 - Field Education: M2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7, 2.2.8, M2.2.9, 2.2.10, 2.2.11 (p.13)</i></p>	<p>Educational Policy 1.0—Program Mission and Goals The mission and goals of each social work program address the profession's purpose, are grounded in core professional, values, and are informed by program context.</p> <p>Explicit Curriculum – Intro The explicit curriculum constitutes the program's formal educational structure and includes the courses and field education used for each of its program options. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. Using a competency-based education framework, the explicit curriculum prepares students for professional practice at the baccalaureate and master's levels. Baccalaureate programs prepare students for generalist practice. Master's programs prepare students for generalist practice and specialized practice. The explicit curriculum, including field education, may include forms of technology as a component of the curriculum.</p> <p>Educational Policy M2.1—Specialized Practice Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery. The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.</p> <p>Accreditation Standard 2.2 - Field Education M2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings. M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings. 2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies. 2.2.5 The program describes how its field education program provides a minimum of 900 hours for master's programs. 2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria. 2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies. 2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.</p>

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<p><i>Program Standard 2: Preparing Candidates for Mastery of School Social Work Performance Expectations</i></p>	<p>The School Social Work Performance Expectations (SSWPEs) describe the set of professional knowledge, skill, and abilities expected of beginning level practitioner in order to effectively support all students.</p> <p>The program's organized coursework and field experience provide multiple opportunities for candidates to learn, apply, and reflect on each of the School Social Work-Performance Expectations. As candidates progress through the program, pedagogical assignments are increasingly complex and challenging.</p> <p>The scope of assignments address: (a) the SSWPEs as they apply to the areas to be authorized by the credential (b) program-based assessments.</p>	<p><i>"EP M2.1 - Specialized Practice (p.12)</i></p> <p><i>Accreditation Standard M2.1 - Specialized Practice - M2.1.1, M2.1.2, M2.1.3, M2.1.4</i></p> <p><i>Accreditation Standard 2.2 - Field Education (p. 13)</i></p>	<p>Educational Policy M2.1—Specialized Practice Specialized practice builds on generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery. The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization.</p> <p>Accreditation Standard M2.1—Specialized Practice M2.1.1 The program identifies its area(s) of specialized practice (EP M2.1) and demonstrates how it builds on generalist practice. M2.1.2 The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and field. M2.1.3 The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization. M2.1.4 For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.</p> <p>Accreditation Standard 2.2 - Field Education M2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings. M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings. 2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies. 2.2.5 The program describes how its field education program provides a minimum of 900 hours for master's programs.</p>

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<p><i>Program Standard 3: Monitoring, Supporting, and Assessing Candidate Progress Toward Meeting Credential Requirements</i></p>	<p>The program</p> <p>(a) must include monitoring and supporting from faculty, program supervisors, and district-employed supervisors</p> <p>(b) uses evidence-based assessment instruments</p> <p>(c) guides and supports candidates to understand and address areas for personal and academic improvement</p> <p>(d) helps candidates progress towards mastery of the performance expectations</p> <p>(e) provides support and assistance to candidates (f) retains candidates who are suited for entry into or advancement as school social workers</p> <p>(g) provides reasonable accommodations for those with special needs, including accessible academic programs and field experiences</p> <p>Qualified faculty members are assigned</p> <p>(a) to advise applicants and candidates about their academic, professional, and personal development</p> <p>(b) assist each candidate's professional placement.</p>	<p><i>Accreditation Standard 2.2 - Field Education: M2.2.3, 2.2.7, 2.2.8, M2.2.9, 2.2.11</i></p> <p><i>Accreditation Standard 3.1 - Student Development (pp. 14-15): 3.1.5, 3.1.7, 3.1.8</i></p>	<p>Accreditation Standard 2.2 - Field Education</p> <p>M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.</p> <p>2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.</p> <p>2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.</p> <p>M2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.</p> <p>2.2.11 The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.</p> <p>Accreditation Standard 3.1—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation</p> <p>Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students'</p>

		<p><i>Educational Policy 3.0 (p14) – Diversity</i></p> <p><i>Accreditation Policy 3.0 - Diversity</i></p> <p><i>Accreditation Standard - Resources - 3.4.6 (p.17)</i></p> <p><i>Educational Policy 3.2 - Faculty (pp15-16)</i></p> <p><i>Accreditation Standard 3.2 -</i></p>	<p>professional development. To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.</p> <p>Admissions</p> <p>3.1.5 The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.</p> <p>Advisement, retention, and termination</p> <p>3.1.7 The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.</p> <p>3.1.8 The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.</p> <p>Educational Policy 3.0—Diversity</p> <p>The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. The learning environment consists of the program's institutional setting; selection of field education settings and their clientele; composition of program advisory or field committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.</p> <p>Accreditation Standard 3.0—Diversity</p> <p>3.0.1 The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference.</p> <p>3.0.2 The program explains how these efforts provide a supportive and inclusive learning environment.</p> <p>3.0.3 The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities.</p> <p>Accreditation Standard 3.4—Resources</p> <p>3.4.6 The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats.</p> <p>Educational Policy 3.2—Faculty</p> <p>Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.</p> <p>Accreditation Standard 3.2—Faculty</p> <p>3.2.3 The program documents a full-time equivalent faculty-to-student ratio not greater than 1:12 for master's programs and explains how this</p>
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<p>Program Standard 4: Clinical Practice</p>	<p>Candidates (a) will complete a minimum of 1000 hours of field experience including at least 450 hours in public pre-schools, elementary schools, middle schools, high schools, district level and alternative schools. (b) must work in multiple public-school levels and the distribution of hours should be decided in collaboration with the candidate, field supervisor, and university supervisor.</p>	<p><i>Educational Policy 2.2 - Signature Pedagogy: Field Education</i></p>	<p>Educational Policy 2.2—Signature Pedagogy: Field Education Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the</p>

	<p>The program assigns qualified field supervisors. PPS School Social Work (PPS/SSW) candidates should have a broad base of experiences including but not limited to:</p> <ul style="list-style-type: none"> (a) families and students identified as eligible for Free and Reduced Priced Meals, English Language Learners, Homeless, Foster Youth, (b) students in need of Special Education and Section 504 plans (c) students who have been expelled from school (d) sexual minority youth (LGBTQ+) (e) students with mental health needs <p>The program should provide the candidate with direct contact with students and families that is sufficient to demonstrate competency in the School Social Work Performance Expectations.</p> <p>Field Education Requirements must include:</p> <ol style="list-style-type: none"> 1. Program faculty have contact with the candidate and site field supervisor at least twice during the academic year to assess the candidate's progress and to provide additional support and training as needed. 2. The program provides preparation and continuing education for field experience supervisors/instructors on program requirements, models of supervision, and the SSW PEs, in collaboration with site supervisors/field instructors. Site Supervisors/field instructors share responsibility for the quality of field experience, design of field experiences, quality of progress, and written evaluation and verification of candidate competence. <p>Qualifications, Training and Responsibilities of Site Field Supervisors/Field Instructors:</p> <p>The program assigns qualified supervisors/field instructors and provides field experience based on the program's design. Supervisor/field instructor qualifications, training and responsibilities must include, but are not limited to the following:</p> <ol style="list-style-type: none"> 1. A PPS/SSW candidate must be supervised by someone who holds a PPS credential in School Social Work, or an MSW with another PPS credential, and a minimum of two years post MSW experience. In those instances where the supervisor of record does not have a PPS/SSW credential in School Social Work, the approved university program will ensure that the SSW Performance Expectations are reinforced and incorporated into the field experience. In addition, a valid CWA authorization is required in those settings where the candidate will accrue hours and experience toward the CWA authorization. 2. The field supervisor/field instructor is responsible to complete field instructor training which includes models of supervision, the SSW Performance Expectations, and program fieldwork requirements. Both, the university and the field supervisor/instructor share responsibility for the quality of field experience, the design of field experiences, evaluation of the candidate, and verification of candidate competence. 	<p><i>Accreditation Standard 2.2</i></p>	<p>development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.</p> <p>Accreditation Standard 2.2 - Field Education</p> <p>2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.</p> <p>M2.2.2 The program explains how its field education program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in field settings.</p> <p>M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.</p> <p>2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.</p> <p>2.2.5 The program describes how its field education program provides a minimum of 900 hours for master's programs.</p> <p>2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.</p> <p>2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.</p> <p>2.2.8 The program describes how its field education program maintains contact with field settings across all program options. 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For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.</p> <p>2.2.10 The program describes how its field education program provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.</p> <p>2.2.11 The program describes how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment.</p>
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	<p>3. Candidates must meet with their field supervisor for a minimum of one (1) hour of individual supervision per week. The field supervisor/field instructor must be accessible to the candidate at all times while the candidate is accruing fieldwork hours. The field experience requires 450 clock hours in a public Pre-K-12 school, and candidates must be supervised by a professional who holds a valid PPS SSW credential.</p> <p>Child Welfare and Attendance (CWA) Authorization (Only for Candidates who elect to earn a CWA Authorization)</p> <p>If a candidate seeks to obtain the CWA authorization, a minimum of 150 clock hours of supervised school-based field experience engaging in supervised practice in the following areas: student attendance, student enrollment and discipline, educational records, parent engagement, and legal and ethical compliance related to pupil services.</p>		
<p>Program Standard 5: Determination of Candidate Competence</p>	<p>The program</p> <p>(a) implements well-designed, scientifically based methods to assess the knowledge, skills and abilities of candidates (SSWPEs)</p> <p>(b) collects assessment data to determine that candidates attain adequate competence and integrate competencies across all areas of training.</p> <p>Prior to recommending candidates for the School Social Work Credential, one or more persons who are responsible for the program determine that candidates have satisfied each performance expectation and completed all requirements for the credential. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor.</p> <p>Candidates have also documented that they have earned an appropriate graduate degree from a regionally accredited institution of higher education.</p>	<p>Accreditation Standard 2.2 - Field Education: 2.2.1, M2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7, 2.2.8, M2.2.9</p>	<p>Accreditation Standard 2.2 - Field Education</p> <p>2.2.1 The program explains how its field education program connects the theoretical and conceptual contributions of the classroom and field settings.</p> <p>M2.2.3 The program explains how its field education program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in field settings.</p> <p>2.2.4 The program explains how students across all program options in its field education program demonstrate social work competencies through in-person contact with clients and constituencies.</p> <p>2.2.5 The program describes how its field education program provides a minimum of 900 hours for master's programs.</p> <p>2.2.6 The program provides its criteria for admission into field education and explains how its field education program admits only those students who have met the program's specified criteria.</p> <p>2.2.7 The program describes how its field education program specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies.</p> <p>2.2.8 The program describes how its field education program maintains contact with field settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and field setting effectiveness.</p> <p>M2.2.9 The program describes how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program social work competencies. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which a field instructor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.</p>
<p>CTC Perform. Expect.</p>	<p>Key CTC Performance Expectations Elements</p>	<p>Applicable CSWE Standards</p>	<p>CSWE Standards Language that Documents Comparability with CTC Performance Expectation</p>
<p>SSWPE 1: Ethical and Professional Behavior</p>	<p>Students will</p> <p>1. Understand professional ethics and make decisions by using relevant school district laws and regulations, and models for ethical decision-making that are appropriate for school settings by striving to become and remain proficient in professional practice and advance the values, ethics,</p>	<p>Competency 1: Demonstrate Ethical and Professional Behavior</p>	<p>Competency 1: Demonstrate Ethical and Professional Behavior</p> <p>Social workers</p> <p>1. understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels.</p> <p>2. understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas.</p>

	<p>knowledge, and mission of the school social work profession.</p> <p>2. Understand and apply all applicable federal and state laws and regulations. (for example, the Family Educational Rights and Privacy Act {FERPA}, HIPAA, ADA, IDEA, ESSA) as well as federal and state rules and regulations related to confidentiality, specifically with regards to minor consent laws as they relate to practice in educational settings.</p> <p>3. Utilize technology ethically and appropriately, to promote client safety and to protect the confidentiality of clients.</p> <p>4. Understand and apply the relevant laws related to minors from the Education Code, Welfare and Institution Code including Child Abuse Reporting, Code of Regulations, and Penal Code.</p>		<p>3. recognize personal values and the distinction between personal and professional values.</p> <p>4. understand how their personal experiences and affective reactions influence their professional judgment and behavior.</p> <p>5. understand the profession's history, its mission, and the roles and responsibilities of the profession.</p> <p>6. understand the role of other professions when engaged in inter-professional teams.</p> <p>7. recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective.</p> <p>8. understand emerging forms of technology and the ethical use of technology in social work practice.</p> <p>9. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</p> <p>10. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p> <p>11. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p> <p>12. use technology ethically and appropriately to facilitate practice outcomes.</p> <p>13. use supervision and consultation to guide professional judgment and behavior.</p>
SSWPE 2: Engage Diversity and Difference in Practice	<p>Students will</p> <p>1. Understand how social identity, intersectionality, socioeconomic status, citizenship status, resiliency, human development, community-based factors, and ecological factors are related to differential student performance and achievement, particularly with groups that have been historically marginalized.</p> <p>2. Utilize this understanding with students, caregivers and families, teachers, school staff, school district employees, administrators, and the programs and resources of the community to advocate for more culturally responsive services in the school community.</p> <p>3. Engage in cultural humility through on-going self-reflective practice, use of client feedback, supervision, consultation, and evaluation.</p>	Competency 2: Engage Diversity and Difference in Practice	<p>Competency 2: Engage Diversity and Difference in Practice</p> <p>Social workers</p> <p>1. understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.</p> <p>2. understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</p> <p>3. understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p> <p>4. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p> <p>5. present themselves as learners and engage clients and constituencies as experts of their own experiences.</p> <p>6. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>
SSWPE 3: Promote Social Justice and Equity	<p>Students will</p> <p>1. Promote social justice, human rights, equity, and inclusion with all students and their families, especially with underserved and marginalized groups of students, by critically examining existing programs and resources, and the distribution of resources.</p> <p>2. Understand school disciplinary practices, with particular attention to the historically disproportionate way they have been applied, and advocate for consistent, equitable, fair, positive, and restorative enforcement.</p> <p>3. Work collaboratively with teachers, school personnel, administrators, and other members of the multidisciplinary team to promote a climate and culture conducive to student</p>	Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>Social workers</p> <p>1. understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education.</p> <p>2. understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights.</p> <p>3. understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.</p> <p>4. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</p> <p>5. engage in practices that advance social, economic, and environmental justice.</p>

	connection/engagement with the school by addressing barriers and advocating for equitable services for all students, families, and their communities.		
SSWPE 4: Engage in Practice-informed Research and Research-informed Practice	<p>Students will</p> <ol style="list-style-type: none"> 1. Use data to inform practice, such as school system records and other information to identify and raise awareness of systematic racism and social injustice, chronic absenteeism, differential student performance, mental health, and disciplinary practices. 2. Utilize feedback and identify trends to inform practice with students, families, and groups; and to inform research on school social work practice outcomes that impact the school community. 3. Research and identify effective practices to inform specific school-based interventions, including the use of strategies to re-engage disconnected students to the educational process. 	Competency 4: Engage in Practice-informed Research and Research-informed Practice	<p>Competency 4: Engage in Practice-informed Research and Research-informed Practice</p> <p>Social workers</p> <ol style="list-style-type: none"> 1. understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. 2. know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. 3. understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. 4. understand the processes for translating research findings into effective practice. 5. use practice experience and theory to inform scientific inquiry and research. 6. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. 7. use and translate research evidence to inform and improve practice, policy, and service delivery
SSWPE 5: Engage in Policy Practice	<p>Students will</p> <ol style="list-style-type: none"> 1. Identify the needs of the school community and subsequently advocate for policies, programs, and strategies to address those needs. 2. Understand and critically analyze district, local, state, and federal policies, practices, procedures, and funding sources. 3. Understand how they may impact chronic absenteeism, crisis intervention, and assessment of threats, school safety, school discipline, school climate, restorative practices, social emotional supports, and trauma-informed schools. 	Competency 5: Engage in Policy Practice	<p>Competency 5: Engage in Policy Practice</p> <p>Social workers</p> <ol style="list-style-type: none"> 1. understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. 2. understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. 3. understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. 4. recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. 5. are also knowledgeable about policy formulation, analysis, implementation, and evaluation. 6. identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. 7. assess how social welfare and economic policies impact the delivery of and access to social services. 8. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
SSWPE 6: Engage with Students, Families, Groups, Organizations, and Communities	<p>Students will</p> <ol style="list-style-type: none"> 1. Engage and develop effective relationships with students, families, school personnel, and other PPS service providers, and the school community. 2. Facilitate effective and appropriate communication, coordination, collaboration, and advocacy planning with teachers, and other learning support providers, including other PPS professionals, as needed to address student needs. 3. Provide caring and supportive relationships, establish high expectations, and create innovative opportunities for students to be involved and contribute to the school community. 4. Assist the school in providing a range of culturally responsive opportunities, services, and supports, as well as positive practices to reinforce regular attendance, including strategies 	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers</p> <ol style="list-style-type: none"> 1. understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. 2. value the importance of human relationships. 3. understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. 4. understand strategies to engage diverse clients and constituencies to advance practice effectiveness. 5. understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. 6. value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

	to re-engage emotionally, behaviorally, and academically disconnected students.		<p>7. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p> <p>8. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</p>
SSWPE 7: Assess Students, Families, Groups, Organizations, and Communities	<p>Students will</p> <ol style="list-style-type: none"> 1. Assess the social and emotional needs, strengths, risks and protective factors of students and families. 2. Assess the existing services of the school, [e.g., Positive Behavioral Interventions and Supports (PBIS), school mental health programs, plans for students with disabilities, community-based programs, multi-tiered systems of support (MTSS)] to improve student learning, behavior, achievement, and well-being. 3. Utilize consultation and review school-based data as a method of assessing students' needs to help identify patterns of behavior, attendance, achievement, and other factors that may require intervention. 	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers</p> <ol style="list-style-type: none"> 1. understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. 2. understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. 3. understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. 4. recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. 5. understand how their personal experiences and affective reactions may affect their assessment and decision-making. 6. collect and organize data and apply critical thinking to interpret information from clients and constituencies. 7. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. 8. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. 9. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
SSWPE 8: Intervene Collaboratively with: Students, Families, Groups, Teachers, School Staff, Organizations, and the Community	<p>Students will</p> <ol style="list-style-type: none"> 1. Select evidence informed social work interventions including counseling, case management, group work, community organization, and crisis intervention methods that fit the ecological perspective with students and families. 2. Consult and collaborate with the PPS team and others in the school community to promote positive discipline, trauma-informed practices, and culturally responsive practices that contribute to social and emotional well-being. 3. Demonstrate skills in advocacy, collaborative consultation, case management, and coordinating services as part of multi-tiered system of supports (MTSS) that enhance school climate, wellness, and attendance improvement interventions. 4. Participate in activities to raise the awareness of the school community to the effects of truancy and dropping out. Identify students with attendance barriers as early as possible and initiate appropriate actions and interventions to re-engage disconnected students and families to the educational process. 5. Collaborate with the PPS team and other school personnel and community support providers to plan and implement systematic school safety models that 	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers</p> <ol style="list-style-type: none"> 1. understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. 2. are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. 3. understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. 4. understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. 5. value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. 6. critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. 7. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. 8. use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. 9. negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. 10. facilitate effective transitions and endings that advance mutually agreed-on goals.

	address positive school climate which include crisis prevention, intervention, and postvention (MTSS).		
SSWPE 9: Evaluate Interventions with Students, Families, Groups, Teachers, School Staff, Organizations, and the Community	<p>Students will</p> <ol style="list-style-type: none"> 1. Understand and utilize quantitative and/or qualitative data and feedback from students, teachers, caregivers, and other providers in an on-going way to evaluate practices and modify approaches as appropriate. 2. Understand and utilize aggregate client and school staff feedback and objective data to evaluate micro, mezzo, and macro/school-wide outcomes, including school climate. 3. Understand and utilize disaggregated data to evaluate intervention outcomes with groups of students, which can inform future practices. 	<i>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</i>	<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers</p> <ol style="list-style-type: none"> 1. understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. 2. recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. 3. understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. 4. understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. 5. select and use appropriate methods for evaluation of outcomes. 6. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. 7. critically analyze, monitor, and evaluate intervention and program processes and outcomes. 8. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
SSWPE 10: Growth and Development	<p>Students will</p> <ol style="list-style-type: none"> 1. Understand typical and atypical growth and development through a strength-based and ecological perspective. Incorporate relevant theories, research, and other information related to students' strengths and challenges that affect learning in school, family, and community environments. 2. Understand the effects of health, mental health, developmental factors, language, cultural variables, diversity, socioeconomic status, spirituality, the impact of trauma and oppression, factors of resiliency and different abilities on student development. 3. Utilize this understanding to inform engagement, assessment, intervention, and evaluation of outcomes. 	<i>See introduction to Social Work Competencies re: adding competencies (p.5)</i>	<p>Programs may add competencies that are consistent with their mission and goals and respond to their context. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors.</p>